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ABSTRACT

This collection of brief program descriptions focuses on the efforts of 10 community colleges to meet the current and future needs of their communities in the areas of economic development, worker training and retraining, and literacy education. The 10 colleges highlighted are: (1) Central Arizona College, which offers a highway maintenance worker training program, a full-time law enforcement training academy, an affordable retirement recreation program, and a flight nurse training program; (2) Clackamas Community College in Oregon, which has joined with five other institutions and agencies to sponsor a business training center; (3) Columbia Basin College in Washington, which has developed literacy programs for immigrants and workers, an academic assistance program for high-risk high school students, and family-centered education for rural Hispanic and Laotian families; (4) Community College of Rhode Island, which offers a variety of services to promote educational attainment among minorities; (5) Jackson Community College in Michigan, which offers Strategic Modernization and Advanced Readiness Training for manufacturers; (6) Mississippi Gulf Coast Community College, which supports economic development through a variety of collaborative efforts to train and retrain workers; (7) Piedmont Community College in North Carolina, which uses the Transformation of American Industry model to help local industries develop quality teams of workers; (8) Southwest Virginia Community College, which has developed a new partnership with a local manufacturer for worker training; (9) Tri-Cities State Tech in Tennessee, which has implemented several "Community of Excellence" programs to serve the community in the year 2000 and beyond; and (10) Vincennes University in Indiana, which offers job training for welfare recipients and is the sponsoring agency for the Area Agency on Aging and its Community Home Options to Institutional Care for the Elderly and Disabled project. (JMC)

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COMBASE Paper--Central Arizona College--ADOT

In the fall of 1985, the Arizona Department of Transportation (ADOT) was investigating the possibility of setting up its own training facility for the department's highway maintenance workers. Equipment was not always available for state projects because of equipment down time, and ADOT wanted operators to improve safety, operating techniques, preventive maintenance, and pre-inspection of equipment.

ADOT's efforts to upgrade their workforce led to Central Arizona College, which was recommended to the state agency because of the school's reputation in heavy equipment operation and maintenance instruction.

Joe Heal, chair of the engineering and technology division at the Signal Peak Campus near Coolidge, said ADOT decided to run an eight-week pilot program, training 18 highway maintenance workers per week. "At the end of the eight weeks, the training program was evaluated, and they were elated," Heal added.

Since that successful pilot program, CAC has been providing ADOT with similar training programs for their workers. Virtually every ADOT highway maintenance worker has been through one week of CAC training, covering basics such as loader, truck and transport equipment operation. Workers are now being sent to CAC to participate in one-week advanced classes, which cover bulldozer and grader operation, and advanced loader techniques.

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CAC offers ADOT workers 36 clock hours of training per week, with a class limit for advanced classes of 12 workers per class. Instruction is about 25 percent classroom theory, 75 percent hands-on field operation. ADOT workers are paid by the state while they train, and the state provides all equipment needed for instruction.

"They've been very impressed with the results," Heal said. "The training coordinator for ADOT has told us that their field equipment is now being better taken care of, there is less equipment down time, better operating techniques and safety records, and partnerships have developed in preventive maintenance between the opertor and the mechanic. There's also been a boost in morale among the workers out in the field."

The courses are taught mostly by full-time professors in the Engineering and Technology Division at Signal Peak, Heal said. "We work in the ADOT classes around our regular semester courses. One of the reasons that we're all involved in shared teaching is so we can make sure the program is staffed properly."

By the end of the spring of 1990, more than 1,100 ADOT employees will have finished basic and advanced classes. But CAC's involvement with training ADOT workers may not end, Heal said.

"They're thinking about looking at us for a possible site for commercial drivers license training, which will replace the

chauffer's license across the country in January of 1992," Heal said. "The purpose of this new national requirement is to ensure safer truck drivers and trucks on the nation's highways."

Part of CAC's early discussions with ADOT also involve a second related program--training the commercial driver license trainers for the state, who will be charged with certifying the new licenses.

"The long-term benefits of these programs will be that in 20 years, the equipment will still be there, it will last longer, and operators techniques will have improved to the point that the whole thing works like a fine watch," Heal said. "We're trying to give these people a solid foundation for the future, so they can build on the basics they've learned. Once you become a good driver, the techniques are much the same, even as you update the training to accomodate new equipment."

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COMBASE Paper--Central Arizona College--CARLOTA

As society's expectations of law enforcement changes, so have standards and training. The changing role of the police officer to peace officer is reflected in training offered by Central Arizona College's Central Arizona Regional Law Officers Training Academy (CARLOTA), the only full-time law enforcement training academy on a college or university campus in Arizona.

CARLOTA began in the mid-1970's, and is one of only three full-time academies in the state. The Arizona Law Enforcement Training Academy in Tucson, operated by the Arizona Department of Public Safety, trains corrections and police officers. The Phoenix Regional Police Academy is operated by the City of Phoenix's Police Department.

Law enforcement agencies send newly hired officers to one of three academies, all of which operate on different training schedules. There are 20 to 25 Arizona agencies that frequently use CARLOTA, from the Arizona Attorney General's Office, the Arizona State Parks Department and tribal agencies to the Pinal County Sheriff's Office, police departments in Casa Grande, Coolidge, and Eloy, and the Florence Town Marshall's Office.

"Students in the academy have already been hired by police agencies to eventually be members of their police force," said CARLOTA director Ed Cibbarelli, a former police chief. "In order to certified they have to successfully complete the training

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we offer, which is overseen by the Arizona Law Enforcement Officers Advisory Council. ALEOAC was created by the state legislature and is a state agency. Their basic function is to prescribe training for peace officers, certify academies, and make sure that individual agencies are adhering to state standards."

Cibbarelli said CARLOTA's location on a college campus is unique to Arizona. Other colleges may offer reserve classes, but CAC is the only college to house a full-fledged academy. CARLOTA students live in the residence life area with other students, and they enroll in some of the same courses. "Other academies are basically isolated and regimented, but ours in integrated into the college environment."

CARLOTA students undergo a grueling 40 hours of training per week, 550 hours of training crammed into 13 weeks. They're at the gymnasium for physical training at 5:45 a.m. each day, and on a good day they're back in their rooms by 4:30 p.m. They also spend two nights per week and four Saturdays out of the 13 weeks studying a variety of subjects, from search and seizure laws to evidence and patrol procedures, disaster training and traffic enforcement to preserving a crime scene and dealing with the mentally handicapped.

Some of the training CARLOTA students already receive are considered the vanguard of future training content. Police and public interaction deals with human communication, and sociological aspects of law enforcement examines cultural differences in the population, Cibbarelli explained.

"There is more of a reliance on all-around individual, more

reliance on academics," Cibbarelli said. "That's not to minimize the physical end of the job, but we now recognize that an officer must function as an individual, because a police agency does not function as a military unit. We've changed a great deal in the levels and styles of training. The stress is more in line with the kind of stress they're going to be facing. Now one of the things we look for in a peace officer is creativity and individuality. We're dealing more with involving ourselves in what the community is looking for, a peace officer versus a police officer, more of a community servant. The training, recruitment, and standards reflect that."

Cibbarelli said by the year 2000, standards for police officers will have increased to the point that community colleges will do much of the initial training for eventual police officers, as well as specific training to incorporate the latest technologies--like computer systems in police cars, and language programs so that officers can better communicate with the non-English-speaking population. "We could see the state require prospective police officers to attain an Associate degree first, before they ever enter an academy," he said. "That won't cut back on what CARLOTA will do, it will mean our training program will become more specialized."

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COMBASE Paper--Central Arizona College--Elderhostel

Like the rest of the nation, Central Arizona College is caught up in the latest service craze designed to meet the needs of the nation's graying population: Elderhostel.

Started in the mid-1970's in the United States as affordable retirement recreation for older Americans, Elderhostel programs combine travel with education, wrapped up in neat one-week packages. Early programs were started in the northeast, and its popularity caused the program to explode. Elderhostel is now a multi-billion dollar industry with a national office, weeks of programs spread around the world, and quarterly program catalogs thicker than most phone books.

CAC's program began with a two-week pilot program in the spring of 1988 at a recreational vehicle park in Apache Junction. Enrollments mushroomed when the college shifted to hotel and ranch sites in the fall of 1988 and spring of 1989, with close to maximum enrollments for two 50-week sessions.

Robert Lesniak, director of Elderhostel Programs for the CAC district, said this year's enrollments should approximate the 1988-89 academic year, when the college served 2,200 participants and pumped more than $1 million into the local economy in its first year of operation.

"I had anticipated more rapid growth this year over last year's figures, but we could be experiencing a leveling off in enrollments

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because of massive expansion and a new resequencing of catalogs," Lesniak said. "The national program has grown 50 percent in the number of weeks offered in the last year, and our neighboring state of California has increased their number of offered weeks by 72 percent. The national catalog has gone from three to four issues, and until the consumer gets used to the new sequence, they can't make their plans until they know more. We feel like the consumer is holding back until they get used to the new catalog sequence."

This year's programs began Sept. 24 at the Kings Ranch Resort, and Oct. 15 at the Grand Travelodge, both in the Apache Junction area. Both will conduct weekly programs through May 27 of 1990, with Kings Ranch participants dealing with the mountain and desert environment, western movies and southwestern arts and crafts, and the legends and lore of the Superstition Mountains (Kings Ranch is located in the foothills of the Superstitions.) Participants at the Grand Travelodge will discover contemporary western art, Arizona history, Indians of Arizona, and western literature, among other subjects. The cost for either site is $260 a week per person.

Arizona is the most popular Elderhostel state in the nation, with nearly 13,000 participants in 1988, a $7.6 million statewide economic impact. Lesniak expects those figures to grow once the current trends of overdevelopment and catalog confusion ends. "A lot of the advertising is word-of-mouth, and we have a lot of quality in our programs in Apache Junction," he said. "I expect us to maintain and then grow at a more reasonable rate, probably 10 to 15 percent

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per year. I'm sure we'll be asked to develop other sites in years to come."

As the American population continues to gray, the nation's Elderhostel programs should grow at a slower rate than they have in the past, Lesniak said. Better programs will become stronger and expand, weeding out the weaker offerings as the industry refines itself. This slow growth and solidification will affect the job market and economic development for decades to come.

"When you hire coordinators, teachers, speakers, food vendors, and property management, and they in turn hire housekeepers and cooks, you're creating more employment in a very special business of catering to the needs of older Americans," Lesniak said. "We're just scratching the surface of this area, because we are very consciously trying to train our staff concerning the nutritional needs of our participants. Elaine Kvitka (director of CAC's Dietetic Education Program) has helped me work out a nutritional program. By doing that, we're helping to train those we hire to better serve the elderly population."

"One outgrowth is a new one-week travel course to northern Arizona that we will package with Elderhostel," Lesniak added. "We created the travel course to begin after each week of Elderhostel at the consumers' request. In effect, we created a two-week package that combines Elderhostel with a travel course. In the future we might go to Mexico or Santa Fe, N. Mex., for example. We're hoping to take them to other places in the future."

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COMBASE Paper--Central Arizona College--Flight Nurse Training

More and more, its becoming the norm in emergency rescue. Helicopters and fixed-wing aircraft equipped with Emergency Medical Service technology, staffed by Registered Nurses and paramedics, flying to remote areas or city accident scenes. Time is critical in such situations, and the difference in response and delivery times between a ground ambulance or a helicopter can mean the difference between life and death.

Central Arizona College has been at the forefront of emergency medical training. Under the leadership of Sheryl Mauldin, CAC has developed a nationally-accredited paramedic program. And in the fall of 1985, she got the call from Samaritan Air Evac, one of the leading flight emergency medical air services in the nation based in Phoenix.

Like other EMS programs, it turned out to be "an outstanding example of cooperative education and training between an agency and a community college," Mauldin said. "They already had flight training programs, but they were looking to do it with a college. They came to us because they wanted their training to have the credibility that a college program lends, and they wanted to give their graduates a college certificate. And with college credits, they wanted to give their nurses the possibility of utilizing those credits in a Bachelors degree program. Most of their flight nurses are Associate degree nurses, and they wanted to see if it

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wouldn't count toward a Bachelors degree for those who wanted to go on with their education."

Through the spring of 1988, CAC's flight nurse training program with Air Evac expanded to include programs in Maternal Nurse Transport, Neonatal Nurse Transport, and Flight Respiratory Therapy, which Mauldin said are all related. "Its the only program in the nation that I know of where you have an agency and a college working together like we did. We further developed the curriculum for them with the support and direction of Air Evac. It was definitely a cooperative effort, and it was run pretty much at joint cost."

Upon completion of the training program, flight nurses received 20 hours of college credit through CAC. The program was designed for experienced critical care nurses who had successfully passed written and oral board examinations before being hired as flight nurse students. The final evaluation for those hoping to pass the training is rigid, though more than 60 Air Evac nurses passed the training program during its heyday.

Mauldin assisted Air Evac in taking the program to the State Board of Nursing, where it was recognized as an extended practice role for RN's. In the fall of 1988, Air Evac transferred the program to Grand Canyon University, "because AA nurses could use that flight nurse training toward a bachelors or masters degree at that college." CAC still conducts Flight Respiratory Therapy Training and Flight Paramedic Training programs for Air Evac.

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"We were one of the catalysts for recognizing a new career opportunity for RN's," Mauldin said proudly. "Flight nursing is less than 10 years old. Its a trend in the field, where we're seeing medical evacuation and transport to facilities as best expedited by air ambulance, especially in rural or remote areas, as well as metropolitan areas where ground traffic is a problem."

"The Viet Nam War taught us that survival rates went up when you transported the wounded by air," she added. "It was about five years after the war was over that funds were appropriated for these new career opportunities for RN's, physicians, and EMT's."

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A UNIQUE SIX-WAY PARTNERSHIP

Clackamas Community College
John S. Keyser, President

DESCRIPTION

Clackamas Community College recently consummated arrangements for a new off-campus center -- the Harmony Center -- to be jointly occupied with the Oregon Institute of Technology (OIT).

The joint campus represents a unique, six-way partnership dedicated to boosting business and industry by providing an educated and technically trained workforce. The state of Oregon, Clackamas County, the North Clackamas School District, OIT, CCC, and the local business community all helped create a home for OIT's Portland-area offerings and CCC's business and industry-related programs.

The Oregon Institute of Technology, located in Klamath Falls, is the Northwest's only polytechnic college. Since 1983, the college has offered upper-division classes in applied technologies in the Portland metropolitan area. Because OIT lacked a central location, classes were taught in a variety of locations and only at night. The Harmony Center consolidates about 80 percent of OIT's Portland-area classes at one site -- a site that is convenient to Clackamas County students, business, and industry. The consolidation allows OIT to expand programs, hire full-time faculty, and offer daytime classes.

As OIT expands its Harmony course offerings, students who pursue four-year technical degrees will be able to complete much -- perhaps all -- of their education in Clackamas County. A student, for example, may earn a two-year degree at CCC in a program such as electronics or auto body repair before going on to complete a bachelor's degree in industrial management at OIT's Metro Campus.

While the OIT Metro Campus prepares students for technical careers, the CCC Harmony Center works directly with business and industry to provide assistance and upgrade employee and

supervisory skills. To foster this business-education partnership, four of CCC's business-related programs are now under one roof at Harmony, and the college's Continuing Education Department will relocate there next month.

The Small Business Development Center, the Employee & Management Development Department, the Targeted Learning Center, and the Office Specialist Program formerly were scattered throughout the county. The consolidated campus at Harmony provides better and larger classrooms, computer labs, and other facilities than previously were available at various sites.

A business owner may visit the Harmony Center to enroll in a small business management class, take a workshop, use the computer lab, or arrange for employee training, to name just a few of the services offered. Company employees may upgrade their math skills at the Targeted Learning Center, brush up on their computer skills, or participate in customized training programs through the Employee & Management Development Department.

HOW IT WAS DONE

I don't know of any other instance where the County took the lead to attract a four year college and create a partnership with a community college. They did this by serving as the financier, offsetting costs to Clackamas Community College and OIT by more than $1 million. They also fronted the dollars to purchase the facility and renovate it. The County did this with development dollars from a tax increment financing district in a rapidly growing area of the County. This area had been targeted by the College for an off-campus center in its facility master plan. The College pay back for this 24,000 square foot facility is about $120,000/year for ten years, but the dollars saved from the elimination of dollars directed to lease space for programs relocated to the Harmony Center, reduces the actual cost to $60,000/year! The enthusiasm of the business community for this arrangement has been overwhelming.

Another key ingredient to this partnership was the initial support of the Governor with a $300,000 allocation to OIT for its

first payment and later through a $1.8 million allocation from the Legislature to complete the OIT share of the purchase. The Governor's support was solicited by a group of County Commissioners, Board members from the College, and leaders representing other organizations.

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LITERACY PROGRAMS

The future goal of community education at Columbia Basin College will be to effectively and adequately extend services beyond the campus, beyond the state-supported traditional transfer, terminal and general education classes, to areas in the curriculum established to meet the critical need for extending adult literacy skills and opportunities for economic development to all potential members of the working force living in the community. One of the first steps to meet this challenge undertaken by CBC last year, was to hire a grants and development officer to pursue funding for qualifying programs. At the conclusion of one year some rather significant results have been achieved.

I. ADULT IMMIGRATION EDUCATION

The Immigration and Control Act of 1986 established the need for special English and civics instruction for eligible legalized aliens (ELAs). There are estimated to be 34,000 ELAs in Washington State, required by law to take instruction before citizenship and permanent residence is granted.

Statewide administration of the Adult Immigrant Education Program is provided by Office of Superintendent (OSPI) under a contract with the department of Social and Health Services (DSHS) who in turn receives its money from the Immigration and Naturalization Service (INS). Based on enrollment and instructional services provided, CBC expended a budget of approximately $250,000.

CBC received a grant award of $176,000 in September, 1988, to begin classes in ESL/Civics on October 1, 1988 and to run through September 30, 1989. During the project year, 47 course sections of ESL//Civics were established in 11 sites throughout the Benton/Franklin counties service area. A bilingual staff of ninety-five instructors and aides were recruited and they, in turn, provided over 100,000 hours of instruction to 2,000 ELAs. Of this number, 967 were pre '82 temporary resident card holders and the remainder were seasonal agriculture workers (SAWS) for whom services were available but not mandatory. The pre '82 group (temporary status) averaged 70 hours of instruction of which the minimum of 40 hours was necessary to qualify for a Certificate of Satisfactory Pursuit (CSP) required by INS as part of the conversion process to permanent status. By the end of the project year, seven hundred certificates will have been issued. OSPI revised the original budget upwards to $357,914 to start the second project year, October 1989 through September 1990.

II. WORKPLACE LITERACY

The recognition of the potential economic crises created by an illiterate American workforce has focused national attention on the issue of literacy in the workplace. Paradoxically, **Workforce 2000**, a U.S. Department of Labor study, reports that jobs are getting more complicated at the same time that the number of literate workers is declining. In Washington State, with its heavy dependence on skilled trades and service industries, the need for a highly literate workforce is essential. Many employers are already having difficulty in finding qualified entry-level employees with the necessary reading, writing and computational skills. The problem will become even more serious as the disparity between the literacy levels of the workers and the requirements of industry grows even wider.

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Bilingual Job Skills Program

Agriculture is the largest industry in the State of Washington. The potato processing industry is one of the major employers in the Big Bend Community College and the Columbia Basin College districts. Seven plants employ over 3,500 workers. As other industries, the potato processing industry faces rapid technological and demographics changes resulting in a severe shortage of qualified entry level workers. The vast majority of applicants lack the necessary workplace literacy skills (listening and observing, speaking, reading, writing, and computation skills) for training and employment. Some employers are forced to hire entry level workers with limited workplace literacy skills. This problem compounds employers' training and promotion activities. The labor shortage of qualified workers for entry level positions also creates a labor shortage for more skilled positions. Training for all employees will become an on-going activity.

This **Job Skills Program** was funded through the State Board for Vocational Education as a cooperative effort between Lamb-Weston, Inc., and the Operating Engineers Local 208. The program was funded for $11,160 with a match from Lamb-Weston for $13,100. Lamb-Weston selected 35 employees for training in Forklift Operator, Quality Control, and Computer Terminal Operator during the time the plant closed down for maintenance and repair, April 10 through May 19, 1989. Final results showed that all 35 trainees completed their training, 21 of which were minority Hispanic and Asian. Of the 35, four received promotions at the time training was finished.

Cooperative Bilingual Job Skills Program

This **Workplace Literacy Program** is a joint initiative by Big Bend Community College, Columbia Basin College, Basic American Foods/Sunspiced, the Carnation Company, Lamb Weston, McCain Foods, Universal Foods, the International Union of Operating Engineers, Teamsters Local 148-760, the PENTAD Private Industry Council, Benton-Franklin-Walla Walla Private Industry Council, the Employment Security Department, Washington Human Development, and the Washington Department of Social and Health Service. This program will be part of a comprehensive training effort for the potato processing industry and will be guided by an Advisory Committee comprised of representatives from the organizations listed above. The project year is to run from July, 1989 through June 30, 1990.

The Workplace Literacy Program will develop and implement specific workplace literacy skills training for approximately 140 current, laid-off, and potential entry level workers. The workplace literacy curricula will be competency-based. This innovative instructional design will make participants' entry into the potato processing industry workforce faster and more economical than traditional basic skills program. The program and its curricula can be used for future pre-employment training for entry level employment in the potato processing industry.

Other programs of immediate and long-term benefits currently sponsored by Columbia Basin College in partnership with local educational institutions are the Upward Bound and Even Start projects slated to start this fall.

III. UPWARD BOUND PROGRAM

The Columbia Basin Community College Upward Bound Program proposes to serve 50 students who attend eight schools in the Benton/Franklin district area. The goal of the program will be to develop the participant's skills and motivation enabling them to successfully matriculate into a post-secondary educational program. The students will receive individualized instruction and tutoring to improve their academic skills. Career instruction, as well as cultural, social and educational activities will be provided to increase participant's motivational levels and other personal skills. Students selected will be primarily Hispanic and first generation college bound. Overall program objectives are designed to achieve set performance outcomes:

1. By August 3, 1990, given tutoring and instruction in language arts, math, reading and science, 80% of the students will improve their performance by one grade level on the McGraw-Hill Comprehensive Tests of basic Skills, (language arts, science, reading, and math subtests) as measured by a comparison of pre- and post-test results.

2. By the end of each project year a minimum of ninety percent (90%0 of students who are enrolled in Upward Bound will continue in the Upward Bound program, or graduate from high school, or take the General Equivalency Test.

3. At the end of each project year, a minimum of eighty percent of the graduating seniors will enroll in postsecondary education with the highest level of financial aid possible to be given in their individual situation as measured by enrollment and documentation of financial aid received.

4. The program staff of the Upward Bound program will maintain contact with eighty percent of the program graduates until they graduate from a postsecondary program.

IV. EVEN START PROGRAM

North Franklin School District has designed an Even Start program, in cooperation with the Educational Institute for Rural Families, Columbia Basin Community College and Washington State University. This program will provide family-centered education to 50 Hispanic and Laotian families. This program will include activities to enable non-English speaking, non-literate, or semi-literate parents to acquire proficiency in English and basic speaking, reading, writing and other literacy skills, as well as math skills, that will enhance their ability to assist and support their children in the learning process. It will also train parents to support the educational growth of their children and prepare their children for success in regular school programs.

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Preparing Students for the Work place in the year 2000

By the year 2000, an estimated 18 million new jobs will be created, the majority of which will be in service industries requiring skilled workers. Most will require at least some post-secondary training, according to former U.S. Labor Secretary William Brock.

By the year 2000, more than one-third of the nation's population will be minority, the minority population will be younger than the white majority, and they will constitute more than half of the new workers hired in the United States. Over the next ten years, it is estimated that only 15 percent of those entering the workforce will be native-born white males.

Skilled labor is already in short supply in New England and the trend is expected to continue. To counteract this trend, it is necessary to upgrade the education levels of minorities.

The Community College of Rhode Island is devoting considerable attention to assisting minorities in gaining the education and skills they need to be productive members of the workforce.

CCRI has 1,088 minority students--over 7% of the total college population. For these students, there are a number of special support programs.

In addition to services offered through the Advising and Counseling Center, the Access to Opportunity Program offers support services for students with special needs. 150 students are currently taking advantage of this program.

The CCRI Mentor Program, which currently serves 105 students, provides role models to assist minority students. Faculty members, administrators, students and professionals from the community serve as mentors to provide guidance and support for students throughout their experiences at CCRI.

The CCRI Urban Educational Center, which serves a large minority population, offers a variety of support services, including basic skills laboratories, GED preparation and testing, and English as a Second Language courses.

The Community College has also established programs to encourage "at risk" high school students to stay in school and, hopefully, continue on to college.

The tech-prep/associate degree program prepares "unmotivated" eleventh and twelfth graders to enroll in collegiate level technical programs.

The Career Beginnings program provides mentors to encourage students to finish high school and enroll in college.

By establishing special programs to recruit and retain minority students, the Community College of Rhode Island is preparing an increasingly significant segment of the population for the work place in the coming decade.

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Combase Conference Paper

Jackson is SMART: "Strategic Modernization and Advanced Readiness Training"

Jackson Community College has recently concluded a U.S. Department of Labor national demonstration project that focused on creating a partnership between business and educational leaders to address technology deployment and employee training issues. The project spanned a 15-month period, during which seven major goals and objectives were achieved, as outlined below.

History: Jackson's manufacturing base is 70% auto related. Worker skill upgrading and technology deployment are critical issues facing these firms. JCC applied for, and received, Department of Labor funding to design training programs and develop collaborative linkages between local business, labor, education and government in an effort to help stabilize our auto supplier base. This national demonstration project offered us the opportunity to create a model process for analysis and identification of training/technology needs, establishment of collaborative relationships, and training design.

SMART major goals and objectives:

1) Develop comprehensive training and skills upgrading courses for small and medium sized auto supplier firms: Six training courses were developed in conjunction with the Industrial Technology Institute, Wayne State University, and Jackson Community College. They are: A Changing Auto Industry: Implications for the Auto Supplier; Strategic Planning; CAD/CAM Applications; Manufacturing Planning and Control Systems; Integrated Manufacturing; Quality Concepts and Supplier Standards.

2) Convene a top level advisory board comprised of auto industry executives, community college representatives, and other business representatives to define the specific training and technology deployment needs in the supplier industry: Representatives from General Motors, Ford Motor Company, Jackson area manufacturers and JCC met regularly to identify needs and review training content.

3) Conduct a "pilot run" at Jackson Community College to test and qualify the training materials for the courses before beginning broader dissemination and deployment of the training materials: Each module was pilot tested with participants from local manufacturers as well as dislocated workers; participant feedback and recommendations were solicited and appropriate

modifications made in the training materials.

4) Provide re-training opportunities for dislocated workers using SMART materials: Sixty dislocated workers were retrained in occupational programs for manufacturing employment (i.e., computer numerical control, screw machine operator) supplemented with SMART materials. These training modules will continue to be incorporated into JCC's retraining programs.

5) Support the distribution and understanding of the new technologies into the junior high/high school and the local vocational training centers' curricula: Area vocational school instructors were participants in the pilot modules; a "tech prep" program has been developed to prepare high school students for automatic advancement into JCC occupational curricula; training materials will be available to high school teachers.

6) Develop a data communications linkage (Techno-link) with area business clients for the transfer of technical and research data and training opportunity information: JCC has subscribed to "Manufacts," a data base system from the Industrial Technology Institute. In addition, an electronic "Job Train" bulletin board is being created to allow companies to access training program information and trainee credentials.

7) Develop a regional needs assessment process which will allow for the identification of training and technology deployment needs for the base-job employers in the service region: A comprehensive needs assessment survey was conducted in cooperation with the local manufacturer's association, including anticipated job vacancies, growth occupations, wages, and skill requirements.

Two primary outcomes have been achieved as a result of this project: 1) creation of six advanced manufacturing technology curricula, for dissemination throughout Michigan community colleges and the nation. The training materials will be disseminated through the Michigan Community College system and nationally via AACJC, a network similar to the dissemination of JCC's Transformation of American Industry training program. 2) A model process for creating partnerships between business and education which could be replicated in other communities. Our expectation is that auto supplier organizations and other manufacturers who participate in these training programs will improve their competitive position due to an increased understanding of the changing international and technological environment in which they must survive.

MISSISSIPPI GULF COAST COMMUNITY COLLEGE
POST OFFICE BOX 67
PERKINSTON, MISSISSIPPI 39573
(601) 928-5211

EXECUTIVE SUMMARY OF
ECONOMIC DEVELOPMENT ACTIVITIES
MISSISSIPPI GULF COAST COMMUNITY COLLEGE
FOR COMBASE CONFERENCE

Mississippi Gulf Coast Community College, located in the Mississippi Gulf Coast region, provides programs and services to a four county area with over 318,000 citizens through three campuses and four centers. The College is among the educational institutions supporting economic development through the training and retraining of workers for the Year 2000.

The economic development activities at MGCCC exemplify collaborative efforts to pool private and public resources toward the training and retraining of tomorrow's workforce. Because of the rapidly changing, highly technological world of work and an increasingly competitive global economy, human resource development through joint ventures is the key to the 21st Century.

The Mississippi Gulf Coast Community College, private business, economic development agencies, and the State Department of Education entered into a $4.2 million cooperative venture to include two projects.

By the Summer of 1990, a $3.5 million training complex, the first of its kind in Mississippi, will be funded by the State Department of Education, Mississippi Gulf Coast Community College, Mississippi Power Company, and the Harrison County Development Commission. The 35,000 square foot complex will be owned and operated by the College with Mississippi Power Company sharing in the operational and maintenance costs. Mississippi Power Company's Employee Development and Training Department will be headquartered at the facility. Both the College and Mississippi Power Company will provide training in the

area of electricity/electronics, welding, industrial mechanical maintenance, lineman training, and safety development training. In addition, customized training will also be provided on a demand basis by the College. Two industrial training laboratories will be available to new and expanding industries for developing technologies which impact the labor force of respective companies.

The second project, a joint venture by the College and the State Department of Education, is the construction of a 7,111 square foot vocational complex on the Jackson County Campus of the Mississippi Gulf Coast Community College. The complex will provide a laboratory to teach automated manufacturing technology with the curriculum designed to train professional systems' technicians for maintenance, engineering or production in an automated manufacturing environment. The focus will be on integrated manufacturing with particular interest on programmable controllers, electronics, fluid power, instrumentation, robotics, and process control.

In addition to the automated manufacturing laboratory, the building will also house a start-up incubator/breeder laboratory, offices, conferencerooms, and a commons area. The incubator/breeder will stimulate entrepreneurship by providing assistance in expansion for existing industries or the establishment of new industries. The importance of an incubator/breeder facility for small businesses will be a catalyst in bringing entrepreneurs to the Gulf Coast to start creative businesses in a protective environment, thus creating jobs.

Both of these projects have been endorsed by local economic development agencies, private businesses, and community representatives.

PIEDMONT COMMUNITY COLLEGE
POST OFFICE BOX 1197
ROXBORO, NORTH CAROLINA 27573
(919) 599-1181

QUALITY FIRST: DEVELOPING A COMMUNITY OF EXCELLENCE

In 1980, the NBC Whitepaper, "If Japan Can, Why Can't We?," provided the catalyst for Ford Motor Company executives to train all employees in the use of statistical methods related to analyzing systems and methods. By training for quality as opposed to increased production, productivity improved, because of less rework and/or scrap, and costs of manufactured goods decreased. These same methods were applied to non-manufacturing functions within Ford Motor Company.

Using the Ford training program as a model, a national training program entitled, "The Transformation of American Industry" (TAI), was developed through Jackson (MI) Community College (a COMBASE member). The program has been endorsed by the American Association of Community and Junior Colleges (AACJC) and the American Society for Quality Control (ASQC).

TAI training has been delivered two ways. First, taught to industry, in house, typically under the heading of SPC, Statistical Process Control, or SQC, Statistical Quality Control. Second, quality improvement teams (QIT) from business, industry, government, education and service came on the campus of a community college for 64 hours of training. Typically, this training is one day a week (8 hours) every other week, over a 16-week period. These QITs use the tools and techniques taught in class on a "live" project jointly selected by the QIT and the company's management.

Piedmont Community College began offering this second approach to TAI in the Fall of 1988. The program is called "Quality First." Its goal is to create a "Community of Excellence." Two cycles of seven (7) teams each completed this training during fiscal year 1988-89. Actually, the College began its preparation 12-15 months earlier by designating a quality improvement specialist. This individual was trained for 400 hours in the areas of quality and productivity.

In addition, a Quality First Council was established to monitor, evaluate and make recommendations for continuous improvement of the training program. To date the Person County Quality First Council has a membership of 25 and has four committees: Planning, Recruitment, Publicity and Audit.

In the first two cycles 14 teams completed the program including representation from Freudenberg Spun Web Company, Newton Instrument, Roxboro City and Person County governments, the Person County Board of Education , Person County Memorial Hospital, Eaton Corporation, Central Virginia Community College, Bumpass Motors and Piedmont Community College.

Team members learn statistical methods of data collection, analysis and interpretation for both a manufacturing and non-manufacturing arena and other tools and techniques to analyze a process or a system such as: Cause and Effect Charts, Decision Trees, Pareto Charts, Flow Charts, Systems Definitions, Control Charts, Run Charts, Histograms, Scattergrams, why-why and how-how analysis. These analytical tools are based upon the philosophies of Dr. W. Edwards Deming, Dr. J. M. Juran and Dr. Walter A. Shewhart, well-known gurus in the field of quality control.

In the fall of 1989, Piedmont Community College will begin its third cycle. New to the program will be a community team that will work on an aspect of strategic planning in the area of economic development.

The Quality First Project has been successful. The principal reasons for this success are:

1. The program is community based.
2. There are proven results in dollars saved.
3. A well-developed and well-organized steering committee led the project.

4. A well-defined system for delivery of training was established.

5. The value for economic development of the area was recognized.

6. A system of on-going follow-up was in place.

The significance of programs such as this cannot be overemphasized. Becoming known as a "community of excellence" can have a tremendous impact on the area, and the cooperation and coordination between education and industry in getting there is very exciting.

For more information regarding the Quality First Program at Piedmont Community College, contact Alex Hutchins or Jim Owen at (919) 599-1181 or (919) 694-5707.

SOUTHWEST VIRGINIA COMMUNITY COLLEGE
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RICHLANDS, VIRGINIA 24641-1510
(703) 964-2555

A Community College Industrial Interface for the Year 2000

Abstract: During the past year, Southwest Virginia Community College has developed an unusual and symbiotic partnership with a new industry in its service region. Mattaco, a manufacturer of cables primarily for the automotive industry, located to the Lebanon, Virginia from Milwaukee, Wisconsin, in Winter of 1988 and since that time has come to rely on SVCC exclusively for its training needs. The partnership that has developed is exemplary, first, in that it involves continuous interaction and planning among SVCC faculty and Mattaco managers; and secondly, in that it takes into account market forces and technological changes projected well into the decade ahead.

Development of the Partnership

The Governor's Office , Virginia Department of Economic Development, and the Cumberland Plateau Planning District Commission were key players in the development of the SVCC-Mattaco partnership. Having recruited this "smokestack" industry from an area where labor/management problems were rampant, they presented Russell County as a pleasant, healthy place to live with an abundant and willing work force. Mattaco's original intention had been to begin operations with 60 people; more than a 1,000 individuals applied for these positions through the Virginia Employment Commission. The only problem was that most of the prospective employees would require indepth training to be able to work productively; they ranged from unemployed miners to fresh high school graduates to housewives who had never worked before.

Southwest Virginia Community College stepped forward to provide the needed assistance. The Chairman of the Engineering Division and key technical faculty met in indepth planning sessions over a period of several weeks to map out an initial training strategy for the new employees. This involved establishment of training courses in everything from management and business principles to the technical concerns of drafting and manufacturing. Soon the courses were underway, being offered on a variety

of schedules, and being adapted as needed to meet the diverse ability levels of the employees. As the employees progressed in their skills and became less intimidated with the newness of the enterprise , the College was able to offer progressively more difficult technical subject matter with great success, moving into such areas as statistical process control, technology transfer, metrication, computer-assisted manufacturing, and computer-integrated manufacturing. Introduction of these courses made possible the actual modification of manufacturing processes on the Mattaco plant floor.

Employee success in SVCC/Mattaco coursework was, and continues to be, attributable to a high morale level. The incoming managers at Mattaco oriented the new employees by stressing upon them the wide variety of opportunities for growth and expansion in a "caring" company. Further, they backed up this claim by using concensus to the maximum extent possible in beginning plant operations; they were all too aware of the fact that some employees had come from coal industries riddled by hostile labor relations. The company has continued to use democratic management, stressing quality control at every opportunity, thus resulting in very low turnover and high productivity.

The College's Role

In this particular partnership, Southwest Virginia Community College has first, seen its role as that of change agent, and only secondarily as that of technical training institution. By being on the cutting edge of technology in so many areas that impact industrial growth and productivity, the College has actually been in a position to serve as leader as well as follower. While SVCC has "followed" Mattaco in providing the training the company feels it needs for its employees, it has also "led" the company by introducing new technology which eventually found its way into manufacturing processes.

The inevitable result has been a blurring of the line between training and education. The College has tried to emphasize to Mattaco's employees and management that learning is unending and must never cease. To capitalize upon this concept, the company has moved forward into a leadership planning phase, whereby plant supervisors will learn how to lead

groups in the development of new ideas. From this arrangement with Mattaco, SVCC has refined and improved its own concept of what the community college-industrial interface should be.

The Future
Preparing Workers for the Year 2000

The college and Mattaco have looked far into the future and forsee the development and offering of even more technologically advanced courses. Both agencies feel they have met the most important criterion for preparing workers for the year 2000 by establishing a precedent for ongoing training with the expectation of constant change. In society at large, rapidly evolving technology is forcing industry to evolve in order to stay competitive; workers must follow suit. It remains for the industry to provide the training in a manner and format suitable to the workers' needs. Perhaps no institution in our country is more flexible in response to these needs than the nearby community college. SVCC has certainly attempted to fill the bill for Mattaco.

In the particular evolution of the SVCC and Mattaco partnership, for the year 2000 and beyond planners forsee an internationalization of product development and distribution. A British firm, Teleflex has recently merged with Mattaco, foretelling the time when the consolidated company will become a world class operation. With European barriers to trade disappearing in 1992, the way will be open for Mattaco to market its products to a wide variety of countries never tapped before. For SVCC's role in the partnership, this will require training to employees and managers alike in foreign languages, in metrication, in international economics, in new technology, and in an ever advancing array of subjects unknown at this time. Thus, flexibility and responsiveness to change must be the operating themes of the 1990's as the College prepares workers for the turn of the century.

TRI-CITIES STATE TECH
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TRI-CITIES COMMUNITY OF EXCELLENCE

QUALITY FIRST PROGRAM

PRESENTED BY

Dick Hale
Quality First Coordinator

Tri-Cities State Tech
P. O. Box 246
Blountville, TN 37617
Phone: 615-323-3191

February 17, 1989

Tech
Tri-Cities State Tech
Office of the President

P. O. Box 246 - Blountville, Tennessee 37617
Bristol and Kingsport 615/323-3191
Johnson City 615/282-0800

February 22, 1989

Dr. S. A. Burnette, President
J. Sargeant Reynolds Community College
P.O. Box C-32040
Richmond, VA 23261-2040

Dear Dr. Burnette:

I am writing in response to your request for information about specific activities at our institution that will serve our community in the year 2000 and beyond. I have listed several activities that are related to the themes in Building Communities: A Vision for a New Century. I have referenced the statement from this report and how we have responded. If you feel any of these have merit I will be pleased to provide expanded information.

1. Page 11. "Community colleges also should expand and improve Outreach Programs for Adults, sponsoring projects designed to reach displaced workers, single parents and adults who, after military service, are returning to civilian life."

   Tech developed a Displaced Homemakers/Single Parent program that is partially funded by Carl Perkins funds. The program provides assistance to single parents, both male and female. A counselor is assigned to recruit and work with the students. In addition to assisting students to make career decisions the counselor provides support during the admissions process and the completion of financial aid forms. Eligible students receive assistance in the cost of transportation and child care. The program has been so successful that we have provided a significant amount of institutional funds beyond that required by the grant.

2. Page 17. "We recommend that the reading, writing, and computational ability of all first-time community college students be carefully assessed when they enroll. Those not well prepared should be placed in an intensive development program."

   At Tri-Cities State Tech all first-time degree students who score lower than a 16 on ACT are required to

undergo assessment in mathematics, writing skills, and reading. Based on the scores of this assessment students are enrolled in remedial, development or college level courses. An evaluation was made of all courses in the curriculum to ascertain the skill level required to be successful in the course and to determine if completion of developmental courses was required prior to enrollment in the college level course. Students are carefully tracked to determine the skill level achieved and the success rate in college level courses.

3. Page 39. "Partnerships with employers for the training and retraining of the community's work force must be recognized as an important component of the continuing education program in community colleges."

Tri-Cities State Tech has been involved with industry in the development of a Community of Excellence. Tech has provided the training for quality enhancement through our Quality First program. One hundred forty teams (varying in size from four to seven persons) have completed the training with 37 teams presently in training. Those teams that have completed the training have documented savings in excess of 20 million dollars without incurring additional expenditures for equipment or personnel. Enclosed is a copy of a presentation made by our Quality First Coordinator.

4. Page 47. "We recommend that each community college develop a campus-wide assessment of institutional effectiveness. Such a program should include a periodic reexamination of mission and goals, specific programs, individual student outcomes, retention rates, and the performance of graduates."

Tri-Cities State Tech is involved in a process referred to as Instructional Evaluation. This process reviews most aspects of the institution and measures our effectiveness against these established standards. One phase considers the number of eligible programs that have received accreditation. A five year testing schedule is developed to ensure that all degree programs are tested at least once during the cycle. The programs are evaluated based on how the graduates compare to national norms, or state norms if the instrument is not nationally normed. Beginning last year a process was initiated that assesses all graduates on general education competencies. Surveys

are taken of each graduating class to determine the rate of placements. A survey is made of graduates two years after their graduation to determine their perceptions of and degree of satisfaction with the institution. A survey of entering students is also conducted. This information is all used to determine the effectiveness of the institution. The type data mentioned is collected on an annual basis.

There are a number of other things we are doing but we are particularly proud of the four I have mentioned. I will be pleased to provide additional information if you feel it would be helpful.

Sincerely,

R. Wade Powers
President

RWP:ev

Enclosure

Tri-Cities Community of Excellence

History

October, 1985 Mayor Hunter Wright, of Kingsport, appointed a Kingsport Quality Commission.

The purpose of this commission was to examine Quality Management Techniques as an enabling tool to involve employees in teamwork and statistical thinking.

December 20, 1985 Chamber of Commerce

The Chamber of Commerce working with the Appalachian Quality Council, the local organization of the American Society for Quality Improvement, and the Mayor's committee began looking at a united effort toward Quality Improvement.

January 21, 1986 The First Meeting of the Chamber of Commerce Quality First Committee was held.

A steering committee emerged from the group that examined methods of presenting Quality Improvement to a community. After looking at a number of issues, the training system called "Transformation of American Industry", which is a step-by-step Quality/Productivity Improvement Process Model, developed at Jackson Community in Jackson, Michigan was chosen. The development of this model was a collaborative effort between the American Association of Community and Junior Colleges, ASQC, and Jackson Community College with support from a number of industries, such as: Ford Motor Company, TRW-Automotive Worldwide Sector, Eaton Corporation-Marshall Division, General

Motors Hydra-Matic Division, AMCAST Industrial Corporation, Iowa Productivity Consortium, and the Michigan Department of Education.

The model, which is based on Deming's Fourteen Points, presents guidelines for change in all areas of an organization.

The education program, composed of twelve video tapes, instructor's guides, and student activity guides, leads the participants through activities that teach team problem solving at a variety of levels of sophistication.

February, 1986 Planning for a Community of Excellence

Members of the Chamber of Commerce and also members of the AQC were so committed to these community efforts they spearheaded the planning of the community project. This group met with David and Carol Schwinn and developed a framework for the community effort. At this point, Tri-Cities State Tech was enlisted as the agency to manage the training program.

The Planning Committee identified as their goal to develop a plan that would enable small businesses, industries, service organizations, and public sector entities in the Tri-Cities Area to establish a way of management that would result in continued improvement in quality and value of their products and services consistent with the Deming philosophy.

The Steering Committee planned that the first series of training sessions would be broad-based and recruit teams from industry, business, service organizations, and the public sector.

April, 1986

This framework was presented to the Chamber of Commerce Steering Committee, who agreed to sponsor an Executive Overview Conference in the Regional Quality First Emphasis, a ½-day session to present the local project "Quality First" to a broad spectrum of the community.

May 14, 1986

The Executive Overview Conference was sponsored by the Chamber of Commerce, and personal invitations were extended to local businesses by AQC members, and Chamber of Commerce members of the Quality First Committee. These personal contacts encouraged over 100 individuals to attend.

June, 1986

The first 8-week training sessions were scheduled for September 8- December 16, 1986, to be taught by David & Carole Schwinn and held at Tri-Cities State Tech.

However, the Steering Committee planned a series of steps to involve management in the process. Each team entered into the training session was sponsored by a sponsoring executive. Each team had identified a member of the AQC as a host consultant. These services were provided free.

The role of the consultant was to meet with the sponsoring executive, assist in identifying a project that could be accomplished in a three-month period and show results, and assist in identifying the characteristics of team members. In most cases, the consultant also met with the team several more times

prior to the beginning of training and explained the process that was taking place.

To facilitate these meetings, three breakfast meetings were held during the summer with all sponsoring executives, consultants, Tri-Cities State Tech staff, and interested observers invited. There were over 60 people at each of these breakfasts. At the breakfast a presentation was made by Myron Tribus or local AQC members outlining the necessity of the sponsoring executive's involvement with the team on a weekly basis.

September 8, 1986 Team training began.

There were 19 teams, representing each of the four targeted areas of the community. The teams that were represented were: Kingsport Foundry and Mfg. Corporation; Research and Development, Tennessee Eastman Company; Strahan Ink and Lacquer Corporation; Arcata Graphics; AFG Industries; Plastics and Polymer, Tennessee Eastman Company; Unisys (Sperry): Holston Defense Corporation; United Intermountain Telephone Company; Power and Services Division, Tennessee Eastman Company; Hoover Harrison Associates; Holston Valley Hospital; Looney Chevrolet; Tri-Cities State Technical Institute; First American National Bank; Water Service Department, City of Kingsport; Custodial Department, City of Kingsport; Fleet Maintenance Department, City of Kingsport; Street Maintenance Department, City of Kingsport.

January, 1987 to Present

One hundred forty teams have completed the training with 37 teams presently in training with a savings in excess of 20 million dollars.

For top management training we now have Dr. Brian Joiner's Four-Day Seminar on "Dr. Deming's Fundamental Message for American Managers" annually in May.

May 24-27, 1988	Sold Out
May 16-19, 1989	Sold Out
May 22-25, 1990	
May TBA 1991	

MISSION

TO DELIVER TRAINING THAT
WILL ENABLE SMALL
BUSINESSES,
INDUSTRIES,

SERVICE ORGANIZATIONS
AND PUBLIC SECTOR ENTITIES IN
THE TRI-CITIES AREA TO
ESTABLISH A WAY OF MANAGING

THAT WILL RESULT IN
CONTINUED IMPROVEMENT IN
QUALITY AND VALUE OF THEIR
PRODUCTS AND SERVICES
CONSISTENT WITH THE
DEMING PHILOSOPHY.

DEMING'S CHAIN REACTION

FOR A COMMUNITY

COMMUNITY IMPROVES QUALITY OF PRODUCT, SERVICE, AND EDUCATION

COMMUNITY HAS IMPROVED PRODUCTIVITY, SERVICE, AND EDUCATION

COMMUNITY COSTS FOR PROVIDING PRODUCT AND SERVICE DECREASE

IMPROVE MARKET AND RECRUITING BY PROVIDING BETTER SERVICE AT REDUCED COSTS

ATTRACT NEW BUSINESS AND INDUSTRY TO PROVIDE JOBS AND MORE JOBS

TRI-CITIES COMMUNITY OF EXCELLENCE

QUALITY FIRST PROGRAM

SERVICE ORGANIZATIONS

CITY OF KINGSPORT
CITY OF JOHNSON CITY
CITY OF BRISTOL
KINGSPORT AREA CHAMBER OF COMMERCE
BRISTOL AREA CHAMBER OF COMMERCE
WASHINGTON COUNTY/JOHNSON CITY AREA CHAMBER OF COMMERCE
BRISTOL MEMORIAL HOSPITAL
HOLSTON VALLEY HOSPITAL AND MEDICAL CENTER
UNITED TELEPHONE SYSTEMS
TRI-CITIES STATE TECHNICAL INSTITUTE
FIRST AMERICAN NATIONAL BANK
HOOVER HARRISON ASSOCIATES
CRS SIRRINE
LOONEY CHEVROLET

TRI-CITIES COMMUNITY OF EXCELLENCE

QUALITY FIRST PROGRAM

MANUFACTURING ORGANIZATIONS

AEROJET ORDNANCE TENNESSEE
AFG INDUSTRIES
AMERICAN BICTECH
ARCATA GRAPHICS/KINGSPORT
BALDAUF, INC.
CAP SNAP COMPANY
CAROLINA STEEL CORPORATION
COLUMBUS McKINNON
ELECTROLUX
GENERAL MILLS
HAPCO COMPANY
HOLSTON DEFENSE CORPORATION
KINGSPORT FOUNDRY AND MFG.
LINE POWER CORPORATION
MECO CORPORATION
METAL CASTINGS COMPANY
SIMMONS-RAND COMPANY
SPERRY (UNISYS) CORPORATION

MANUFACTURING ORGANIZATIONS CONTINUED

STRANHAN INK AND LACQUER
CORPORATION
TENNESSEE EASTMAN COMPANY
TRIAD PACKAGING, INC.
REYNOLDS METALS COMPANY
WESTINGHOUSE ELECTRIC
NORTH AMERICAN RAYON CORPORATION

140 TEAMS HAVE COMPLETED THE TRAINING WITH 37 TEAMS PRESENTLY TRAINING

TOTAL SAVINGS IN EXCESS OF 20 MILLION DOLLARS

FOR TOP MANAGEMENT TRAINING WE NOW HAVE DR. BRIAN JOINER'S FOUR-DAY SEMINAR ON "DR. DEMING'S FUNDAMENTAL MESSAGE FOR AMERICAN MANAGERS" ANNUALLY IN MAY.

WHAT HAS WORKED?

A. COMMUNITY BASED
   1. Supported by
      a. Professionals of AQC & ASQC
      b. Chambers of Commerce
      c. City Governments
      d. Tri-Cities State Tech

B. EXPERT KNOWLEDGE OF DAVID AND CAROLE SCHWINN AND DR. MYRON TRIBUS' PLAN FOR A "COMMUNITY OF EXCELLENCE"

C. EXPERIENCED FACILITATOR (DAVID AND CAROLE) TEACHING THE PILOT PROGRAM

D. ONE PHILOSOPHY - DR. W. EDWARDS DEMING

E. "TRANSFORMATION OF AMERICAN INDUSTRY" TRAINING MATERIAL FROM PQ SYSTEMS

F. FULL-TIME COORDINATOR TO COORDINATE THE COMMUNITY EFFORT. I FEEL IT WORKS BETTER IF THIS PERSON IS ALSO THE PRIME FACILITATOR OF THE TEAMS.

G. FOUR OR FIVE TEAMS FROM DIFFERENT ORGANIZATIONS TRAINING TOGETHER

WHAT HAS NOT WORKED AS IT SHOULD?

A. FAILURE TO CREATE AWARENESS AND NEED FOR TOP MANAGEMENT TRAINING

B. FAILURE TO TRANSMIT TO THE MEDIA THE IMPACT OF A "COMMUNITY OF EXCELLENCE"

C. FAILURE AT TIMES TO MAINTAIN FOCUS THAT THE COMMUNITY IS THE OWNER OF THE "QUALITY FIRST" PROGRAM NOT INDIVIDUALS OR ORGANIZATIONS. NO INDIVIDUAL OR ORGANIZATION POSSESS THAT KIND OF KNOWLEDGE.

D. FAILURE TO CREATE A PROCEDURE AND TRAINING PROGRAM TO DEVELOP FACILITATORS

VINCENNES UNIVERSITY
VINCENNES, INDIANA 47591
(812) 885-4201

IMPACT/WELFARE REFORM/JOB TRAINING

The Occupational Development Center (ODC) of Vincennes University (VU) has been the Administrative Entity and Grant Recipient for the Shawnee Trace Private Industry Council (STPIC) since its inception in 1983. This history of providing employment and training services to a population in a nine county Service Delivery Area (SDA) in Southwestern Indiana has resulted in the development of programmatic services designed to address the employment and training needs of a diverse population and a number of targeted groups.

Initially the programs of employment and training services were developed to meet the needs of those clients eligible under the provisions of the Job Training Partnership Act (JTPA). That population consisted almost exclusively of economically disadvantaged individuals. Historically those individuals had the most significant barriers to employment including low basic education skill levels, low or non-existent job skill levels, and low self-esteem and motivation. Consequently the programs were developed to address those kinds of barriers to employment. Vincennes University was uniquely qualified to address those employment and training needs of that population. Program services included adult basic education and remedial education, entry-level vocational education and skill training, and counseling services. The program services which became part of the Occupational Development Center's programs, based upon the STPIC policy direction, were adult basic education operated by the University's Community Services division, job search training based on a curriculum developed by the University's Faculty, and job coping skills training developed in conjunction with the University's counseling corps.

Initially the ODC's programs were restricted because of the population they served. That population of economically disadvantaged individuals form the corp of the service clientele. However, as the demands from JTPA increased for services to other populations the ODC, on behalf of the STPIC, was required to expand its programmatic services or tailor the existing programs to meet the special needs of those targeted populations. The first significant group to be identified were the **Dislocated Workers.** Economic dislocation in the workplace has taken on a structural character as opposed to a cyclical character. American industry has lost many basic manufacturing jobs to foreign competition. With the loss of those jobs the remaining workers are required to learn new skills in order to meet the new demands of the workplace.

Consequently, the decision was made to tailor existing program services to meet the needs of this targeted population of dislocated workers. Evaluation of that population indicated a rather narrow job skills base. Many of the dislocated workers had entered their jobs shortly after graduation from high school. With America's mass production techniques they often were only required to learn a small part of the manufacturing process in order to remain a competitive worker. Additional job skills were not required, nor were they taught, by the business community to their labor force. This stagnation in technology and manufacturing techniques rendered a dislocated worker with such a narrow skill base that extensive retraining was required for re-entry into the job market.

BEST COPY AVAILABLE

Additionally, those dislocated workers did not possess adequate learning skills required to take full advantage of the vocational retraining. The need was identified and met to provide these dislocated workers with enhanced basic education skills in order that they might be able to learn new job techniques and new job skills.

Based upon that successful expansion of programmatic services it was determined that future additions to the targeted populations would be similarly served. The most significant population to be added has been **Food Stamp Recipients and Welfare Recipients.**

In 1986 the state of Indiana, in response to federal requirements, instituted an employment and training program for food stamp recipients. Indiana chose to identify their program as the **Indiana Manpower Placement and Comprehensive Training Program (IMPACT).** Under this program food stamp recipients in 20 of Indiana's 92 counties were required to participate in employment and training programs. The Department of Public Welfare **(DPW)** contracted with the Indiana Department of Employment and Training Services **(IDETS)** to provide employment and training services to the population. IDETS then contracted with the local PICs for those services in the mandatory counties. In the ODC it was determined that the clientele were very similar in characteristics to the economically disadvantaged population. It was further determined that those food stamp recipients differed from the economically disadvantaged population which had been served by the ODC in that they had far less motivation or self-esteem as required to qualify for employment. The program for IMPACT participants became one of intensive basic education skills training, exploratory vocational skills training, and life-skills training. The program has succeeded due to the inclusion of state DPW personnel co-located with the ODC personnel.

IMPACT has served as a pilot for what is anticipated to be a major Welfare Reform employment and training effort as provided for under the Family Support Act **(FSA)** of 1988. Under FSA the Job Opportunity of Basic Skill **(JOBS)** program is required to be provided to a certain percentage of the Aid to Families with Dependent Children (AFDC) population. It is anticipated that the population will be very similar to that served under IMPACT and few, if any, adjustments to the program to accommodate the JOBS participants will be made.

The ODC stands on the threshold of opportunity to make a much more significant contribution to the demands of the market place of qualified workers into the 21st Century. Major federal agencies including Department of Labor, Health and Human Services, and Department of Education have all recognized the coming shortage of qualified workers to meet America's industrial and economic demands. It is only through maximizing our resource of able bodied workers that we can meet this challenge. Industry has indicated their willingness to participate in job training at their own cost.

It is estimated that American industry today spends 40 billion dollars per year on training and retraining of their workforce. The federal government through vocational education, employment and training programs, and education spends nearly five times that much. This investment must produce qualified and adequate workers necessary for our Nation to compete in a global economy. For our part the mission of the Occupational Development Center and Vincennes University is quite clear.

We expect, over the next 25 years, to expand our capability to:

1) identify the population in need of employment and training services to meet the identified labor market demands;

2) to research, identify and anticipate the demands of the workplace for workers;

3) develop programs for providing those corp services of basic education skills, basic vocational skills, and retraining in keeping with the changes of the marketplace;

4) adapt changing technology to accelerate the process of preparing individuals for the marketplace and the jobs represented there; and

5) expand across the horizon of employment, training, and education initiatives to ensure the highest levels of coordination and the maximum utilization of the financial resources required to meet the employment, training, and education needs of our constituents.

We believe that the Occupational Development Center will be the point from which all employment, training, and education programs relating to job marketplace demands will be focused. We are prepared to plan for and meet that challenge. The Occupational Development Center is administered in the Community Services Area at Vincennes University.

Contact person for additional information:

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Indiana's Approach to LONG TERM CARE

1990's Quality of Care

By: Vincennes University
Older Hoosier Programs
Area 13A Agency on Aging

Vincennes University has been the sponsoring agency for the Area Agency on Aging, locally called Older Hoosier Programs (OHP) for six counties in southwestern Indiana since 1973. The agency's, growth corresponds to the needs of the citizens in this area and the increased demand for accessible long term care services in their homes. The Indiana Department of Human Services last July 1, 1988 selected OHP as the rural area for the demonstration program for long term care representing Indiana's model called Community Home Options to Institutional care for the Elderly and Disabled, or ***CHOICE***.

Prior to the ***CHOICE*** program, clients in need of services were not assured of immediate access. In recent years the limited amount of Federal and State funds resulted in clients being placed on waiting lists for lack of available services. These gaps left high risk clients in danger of being institutionalized prematurely. In addition, the Legislators felt a program should also consider the needs of clients under sixty.

The initial ***CHOICE*** legislation was passed during the 1987 General Assembly with a Budget of $1.5 million biennium for development of the program design. The 1988 General Assembly increased the appropriation by $5 million for the final year of the biennium for implementation of the design in three of the 92 counties in the State. On July 1, 1988 the Urban Demonstration was put in place in Tippecanoe County with Knox and Daviess Counties from this area being chosen for the Rural Demonstration. After six months, five additional counties were added representing rural and urban.

To qualify for the services, a client must be either a person of any age disabled due to severe, chronic physical and/or mental condition which is expected to last indefinitely or 60 years of age. The client must be at risk of institutionalization and the cost for monthly in-home services cannot exceed comparable nursing home cost. And finally, the client care plan for remaining at home must be medically feasible with the client's physician's approval and the client must be a resident of Indiana.

The determination of eligibility is made by a professional Case Manager hired by OHP. The assessment components evaluate the client's physical, financial, nutritional, medical, social and various other areas including family support. The Case Manager works with the client to determine his/her in-home needs and family and friends may be a part of the decision making process at the client's request. The client must agree with the care plan including the amount of the cost share.

Indiana's approach to long term care includes a cost share for those who can afford to pay. Clients on subsidized income programs including SSI or Medicaid receive the services free of charge. The remaining clients pay after allowable living, medical, and other expense have been deducted. The cost share is limited to the maximum cost of the services the client receives or less.

The law requires that services paid by ***CHOICE*** be used as last resort. Therefore, other state and federal programs are initiated prior to ***CHOICE*** expenditures. After ten months of services, the cost share amount is ranging from less than $10 per month to over $1,000. The demonstration results show that less than 5% of clients are on cost share and of all clients on service to date, 82% are under 150% of income. The law does not restrict clients based on income but rather by severity of functional need.

The law also limits the allowable services to the following: Home Health Aide, Registered Nurse, Home Delivered Meals, Homemaker, Home health Supplies, Transportation related to medical needs, Attendant Care, Respite Care, Adult Day Care and Case Manager. In addition, the law allows for other services that may affect the client's ability to remain at home, such as minor home modification, physical therapy, etc. The most requested services for clients have been Attendant Care, Homemaker, Home Delivered Meals, followed by Home Health Aide.

During the demonstration, OHP staff have found the ancillary supporting systems at Vincennes University to be an asset in the implementation of the program design. The faculty from the Social Science Division have assisted in reviewing the criteria for dementia day care structure, as well as providing technical assistance on what are the skills of two year social work associate degree students. The ***CHOICE*** program includes case assistance supporting the case loads of the Case Managers. Other examples are available to illustrate the support from all divisions in the institution.

The program goals continue to be:

* To continue to provide a comprehensive in-home care system for citizens of all ages that are in danger of institutionalization

* To expand the program to all counties in the planning and service area

* To provide education to families and others on care giver's role in long term care designs

* To assist service providers in development of much needed services in rural area

* To work with employment and training programs on meeting the health care employment field shortages before the demand for the service is greater than the resources.

The demonstration has been a valuable experience not only for the staff of OHP but also Vincennes University. Through a team effort OHP staff are able to identify how we can use our resources to better serve the community. The motto of Vincennes University is an active part of the philosophy of the University: "learn in order to serve." The staff of the program have been pleased to be part of a 1990 approach to quality care for older Hoosiers. The OHP is administered in the Community Services Area at Vincennes University.

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